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SCHOOL AND SOCIETY

EDITED BY J. McKEEN CATTELL

Volume X | SATURDAY, AUGUST 16, 1919 | Number 242

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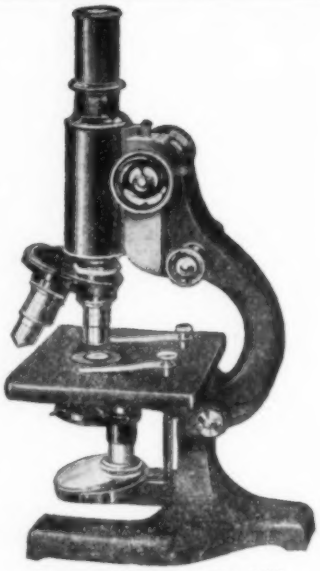

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SCHOOL AND SOCIETY

Volume X SATURDAY, AUGUST 16, 1919 Number 242

GREEK IN THE PUBLIC HIGH SCHOOL

IF I were to choose a text as a point of departure for the following discussion, it would be this: "It is to be noted then, although it may be a tedious truism, that the institutions of to-day—the present accepted scheme of life—do not entirely fit the situation of to-day. At the same time, men's present habits of thought tend to persist indefinitely, except as circumstances enforce a change."

The subject which I wish to consider in this paper has to do with the matter of Greek in our secondary schools, and involves these questions: Is it best, all things considered, that Greek should be retained, or revived, in the curriculum of the public high schools, or in some of them? If it is desirable, is it possible? If desirable and possible, what must be done in order to bring this result about? Have students and administrators of education in the United States any duty in this matter, or any opportunity? What, if anything, can be done for the cause by individuals? These questions indicate the direction and purpose of the present inquiry.

Here let me make one or two brief general observations. It seems to me that at this time in particular this subject deserves thoughtful attention from all who are interested in our educational welfare; and this for two reasons. It seems probable that under the influence of the recent world war we are to have in the near future a time of deep and far-reaching reconstructions, educational as well as political, industrial, and social. Now within the last three years the complacent faith that progress is automatic and inevitable under the operation of natural law, has been rudely shaken. The doctrine of laissez faire, of drift, is somewhat discredited. It seems clear that it is the part of wisdom not to trust to blind chance but to use the light of intelligence in seeking to analyze present conditions, and to forecast, and, so far as possible, control the future. And secondly, science and industry, even when allowed very large scope, have not proved to be the redeemers and emancipators of the human race. It seems reasonable to suppose, therefore, that mankind will just now be ready to turn an attentive ear to the claims of those elements in education which have to do with human values—intellectual, moral, spiritual. This then it seems to me is a time of all times when the humanist should be alert and active to exercise his due and just influence upon the discussion and settlement of educational policies and plans.

But let me pass without further discussion of general considerations to my specific subject. And first one word of explanation. I am aware that the status of Greek in the public high schools varies greatly in different parts of our country. In the Middle West and in the Rocky Mountain states it is practically non-existent. Even in the Middle Atlantic states and New England its status is at the present time distinctly precarious. For the past five years it has no more than held its own and there is danger that it may before long, if nothing is done to strengthen it, disappear entirely. It seems therefore pertinent to ask whether it is well and expedient that an

effort should be made to have it retained, and if so whether there is some hope that something can be accomplished to that end.

The following elements seem to me to enter into this problem. It is to be understood throughout that what we are considering is the study of the language and of some Greek literature *in the original*. First then I ask, by what pupils in the public high school may Greek be profitably studied? A very brief consideration will show that this number is necessarily small. As a general rule the Greek language may wisely be studied in the high school, (1) only by those who expect to enter a liberal arts college. I presume that most of my readers will assent promptly to this proposition. To me it is self-evident. Students whose formal education ceases at the end of a high school course certainly can not, when the ratio between price paid and the benefit derivable is held in view, wisely undertake to study the Greek language.

(2) Secondly, as a general rule, no student should pursue Greek unless he has at least fair aptitude for language study. I am inclined to think that the first year of Greek is somewhat more difficult for the learner than either Latin, French or German. If the fact is as I have put it, I believe that for those who have less than fair aptitude for language study the benefit is disproportionate to the effect. I do not believe that a person can be effectively educated in a subject in which he has the feeling of perpetual bafflement and failure.

Taking now a step further, I ask what and how many students in a liberal arts college may wisely study Greek. As to this, can some statement be made, not of course too precise, which will command the assent of intelligent thoughtful persons, free from any partisan bias on the matters involved? My suggestion takes the following form. Let it be understood first that as to the amount of time to be given to the study of Greek, I have in mind for the great majority of students one or at most two years, after the completion of what I may call the elements of the language. By the elements of the language I mean such a knowledge of grammar and vocabulary as can be gained by two years at the most in secondary school, or one year of not less than four hours per week in college. I also include the possibility of a study which extends only to the elements of the language; these latter cases of course would be few. College students for whom Greek is profitable may be roughly grouped in two general classes: (1) those to whom Greek has a specific vocational value. It should be observed in passing, however, that with the vocational value is necessarily united in some degree a cultural and humanistic value. These are (*a*) teachers, whether in college or secondary school, of Greek; of Latin and of English; and of German, or of any of the Romance languages; (*b*) next, clergymen of the Christian church; surely a clergyman who has not at least an elementary knowledge of Greek is, and should be considered, an anomaly; (3) for any one who consciously aims to be a creator in literature, a student of comparative literature, or a literary critic. Naturally in the case of all these mentioned I have in mind primarily the man who aims not at mediocrity or lower but at excellence or distinction. And here I ought to include any man who aims high in professional or scientific work—*e. g.*, the teacher of science, especially in college, or of history; and the physician. (2) In the second general group I would include the general, non-specializing students, who desire to get in good measure from their college training the cultural, liberalizing, humanistic values which experience has shown come from intelligent study of the best literature; not of course

from literature exclusively, but I profoundly believe, from literature conspicuously among the subjects of the school or college curriculum. And here let me add that it is this group of non-specializing liberal arts students who deserve the most thoughtful consideration from Greek teachers at the present time. This group ought to be, I think, the largest group numerically, but as a matter of fact it is probably the smallest in the Greek ranks at the present time.

In this group, furthermore, it seems to me that the number of girls should be especially large; the facts of the case are, however, exactly opposite. The status of Greek as it touches girls in secondary schools and in the women's colleges is to me astonishing. I can advert to this matter only momentarily, but can not this be said? Girls have, as a rule, better aptitude for language study than boys. They have, as a rule, larger capacity for literary appreciation and this capacity develops at an earlier age. For beauty, by and large, the female sex has, I take it, a more lively and a steadier, more enduring interest than has the male. Women students, especially college students, are distinctly freer from the claims of vocational, utilitarian subjects. Every one of these facts argues that the number of girls studying Greek should be relatively greater than the number of boys. Statistics prove the opposite to be true. Is not something wrong? What explanation have the teachers of Greek in our women's colleges to offer for this surprising situation?

One further point should be mentioned in connection with my inquiry as to how many may profitably study the Greek language; what is the principal reason why the Greek language should be studied at all rather than that the literature and documents of the Greeks be read exclusively in translation? This question I dealt with at some length in a paper published in the *Classical Weekly* of March 6, 1915. I believed then and believe now that for all except those for whom the Greek language per se has a vocational value (*e. g.*, the clergyman and the teacher of Greek or Latin), the principal justification and reason for the study of the language is its use in reading Greek literature, and especially poetry. For my arguments in support of this opinion I must refer the reader to the above-mentioned article. Just how far my conclusion has been accepted I do not know definitely. So far as I know, however, it has not been publicly refuted or questioned.[1] In my judgment, a frank and definite recognition of this fact must enter into any useful discussion of the problem of Greek in the United States to-day. The number of teachers of Greek who naïvely maintain that there is some magic thing about the study of Greek, which "teaches students to think, and to think straight" is still unfortunately large.

This then is my answer to the question, how many students in a liberal arts college may wisely study the Greek language. To generalize on the basis of the considerations which I have raised, is difficult. This, however, may be said. Obviously the number in question will be smaller than that studying most other college subjects. Not less obviously the number is such and the quality is such that any reasonably adequate educational system assuredly must provide for them somewhere.

And now if I were speaking twenty-five years ago the conclusion would immediately follow that the opportunity to begin Greek must be provided in the secondary schools,

[1] Gilbert Murray, professor of Greek at Oxford, in the *Journal of Education* (London, April 1, 1914) expresses an opinion entirely in agreement with mine.

for the very compelling reason that it could not be begun anywhere else. But in this interval revolutionary changes as to Greek have taken place. Then Greek was required in virtually every college for admission to courses leading to the A.B. degree; now it is similarly required in none, not even in the Catholic colleges. Then beginners' Greek was taught in almost no college, now it is taught in all of them.

Here emerges an astonishing fact, *i. e.*, that notwithstanding the numerous and wide changes in the factors affecting the status of Greek in school and college—in high school curricula, in conceptions as to the function of high schools, in college entrance requirements, in requirements for the A.B. degree, in aims, spirit and methods of college courses in Greek, in the classes whose children constitute the membership of high schools and colleges—nevertheless no concerted and deliberate effort has been made by school or college teachers of Greek even to assess the situation, much less consciously to adapt the whole scheme of Greek study to conditions as they now are. It would be incredible if not undeniable, and ridiculous if it were not lamentable. Surely "men's present habits of thought tend to persist indefinitely, except as circumstances enforce a change." For example, the New England Classical Association, dedicated, one would suppose, to the purpose of making Greek and Latin respectively—but not indiscriminately lumped together—as helpful as possible each in its own way to American education and American life, has not, during the fourteen years of its existence seriously and definitely considered the question at all. Surely it is time for those who believe in Greek to act or the only rôle left to them will be that of the protagonists at a funeral.

The specific situation which exists at present then is this. School committeemen, superintendents and high-school principals are reasoning in this wise: "Greek may nowadays be begun in every college. Even if we offer it in the high school, it is taken either by none at all or by a small, often very small number. There is then no sufficient reason why it should be given in high schools at all." Let me state first the arguments urged by certain persons against retaining Greek, then the arguments for it.

First, they say, in many cases, notably of course in the smaller high schools, the people can not afford to offer Greek, especially for three years, that is, with reference to the total expenditure for public schools and to the legitimate claims of other subjects. The financial problem of education in many towns and cities is, especially at this time and with reference to existing public opinion as to expenditure for education, a very real and pressing one. Three years of Greek must be offered, if any, they assert, and if this is so, since normally the high school teacher has five teaching periods per day, the giving of Greek costs three fifths of the salary of one instructor. Now if the assumption that it is a case of three years or none is correct, their conclusion follows; to this matter I return below. In any event this view of the case is common and is undoubtedly one of the strongest reasons operating at present against Greek in the high school.

A second argument takes this form. Greek can now be begun in all liberal arts colleges.[2] Since Greek can, as a rule, be profitably studied only by those who take a college course, let those who wish Greek begin it in college. Why maintain Greek in the high schools for a small number when it may be begun in college? This argument has much force, and it can be offset only in so far as it can be shown that there are cer-

[2] Williams, and finally Princeton, have at last yielded to the prevailing tendency.

tain substantial advantages in the presence of Greek in the high-school curriculum.

What now are the arguments, if any, for retaining Greek in the high school, if and where it is possible? The first I may call the psychological argument. The first year of Greek is in my judgment somewhat harder, makes greater demands on linguistic aptitude, than does any other language which is studied in our schools. It requires a distinctly large amount of memorizing of forms and of vocabulary.[3] The majority of psychologists say that work of this kind can be more effectively and more easily done by children of the age of high school juniors than of college freshmen, though upon this point there is some difference of opinion.[4] I think, furthermore, that most of us would agree that work of that kind will be done more willingly, more acquiescingly, in the atmosphere and surroundings of the high school than in those of the college.

A second and to me very weighty argument is this. For several years some students of college education, notably President Meiklejohn, of Amherst, have been arguing that with the passage from secondary school to college there should come a rather sharp and definite shift in the attitude of the student, and in the matter of content and emphasis in the courses of study; that such a shift is natural and desirable. College work should to a greater degree involve and require judgment, reflection, reasoning and interest in content, whereas high school work has more to do with acquiring the instruments of education, and the more docile and passive operation of learning facts. Passage to college should bring increased maturity of view point, and wider intellectual and spiritual horizons. It is desirable, therefore, they say, that the work of freshman year should, so far as possible, be of such a kind as to facilitate and promote this desired change. I personally believe heartily in the soundness of this doctrine. The application of it to the case of Greek is obvious. It is, in my judgment, most desirable that in the case of students of Greek, at their entrance into college the emphasis on their work be sharply and consciously shifted from the language and grammar to the content and to the literary values involved. And that this may be done, the language must have been studied one or two years in the high school. I believe strongly that one of the several ways in which in the past Greek teachers have slaughtered their own subject was that in so many cases the high-school spirit and method and atmosphere has been unduly prolonged in the college. Hundreds of Greek students have had the feeling that they were forever chewing the same old cud, and in too many cases justifiably.

Thirdly, I assert that the retention of Greek in the high school, so far as possible, is democratic. Let me assume that for students who, having excellent linguistic and literary aptitude and high aims in education, propose to take a substantial course in Greek literature and civilization, there is a real advantage in taking Greek two years in secondary school. At the present time practically all good private secondary schools offer Greek, and they will, I think, for a long time to come. Hence boys and girls who can afford to attend these schools have the opportunity to begin Greek there. Now I take it that one of the fundamental principles of enlightened democracy is equality of opportunity, so far as political and social agencies can justly secure it. So far, then, as Greek is dropped entirely even

[3] *Cf.* T. D. Goodell, *The Yale Review*, October, 1916, p. 155.

[4] *Cf.* Parker, "Methods of Teaching in High Schools," pp. 314 ff.

in large towns and cities, just so far the children of the poor are cut off from an opportunity which is open to the children of the wealthy. If this idea could be brought clearly to the attention of the people concerned I think school committeemen would be far less ready to read Greek out of court on the ground of economy. If the public school system smooths the way, *so far as possible*, for John Doe to become a typist and bookkeeper, a machinist or a blacksmith, why should it not, *so far as possible*, smooth the way for Richard Roe to become a physician, a clergyman, a statesman, a poet—or even a college professor? Aren't the latter as useful to society as the former? Shall democracy mean leveling down or leveling up? Is it not an essential condition of the most genuine progress that society shall so far as possible develop *all* its latent capacities, so far as possible uncover *all* its hidden mines of ability, of genius and of power?

Fourth, and last, retention of Greek in high schools so far as possible, tends in some measure to diffuse more widely than would otherwise be the case the knowledge that Greece and Greek civilization once existed and wrought mighty things for western civilization. One of the gravest difficulties of the present time for Greek is that the number of persons in our communities who really know something about Greek literature and civilization is getting so perilously small. Any high school in which Greek is present and is taught by the right kind of a teacher is bound to be a center for the diffusion of this information, its light is bound to shine. I believe that the presence of Greek in a high school, taught by the right kind of a teacher, is an asset to that school and to that community; and I am confident that many high-school principals—and those for the most part of the best poise and breadth and culture—will heartily assent to this proposition.

These are, it seems to me, the main arguments for and against the retention of Greek in the public high school. How may we justly strike a balance between them?

The total number of students who may wisely take Greek in the high school is, when Greek is compared with other high-school subjects, *relatively* small; how small it is *absolutely* in any given school depends first upon the size of the school, and secondly, on the proportion of students in that school who go on to a liberal arts college. For example, if in some high school with a junior class of 200 students, 20 desire to begin Greek, the number is relatively small, but is sufficiently large to deserve generous consideration. For those who desire to study Greek there are substantial advantages in being able to take one or two years of it in the high school. On the other hand the amount of money available for public education is such that in the matter of expenditure administrators must choose to some extent between various subjects. Administrators necessarily and justly are guided to a large extent by prevailing interest and demand.

What then in fact is the minimum expense necessary for the maintenance of Greek in the high schools? As I said above, those who argue against Greek in the high school assert that it is a case of three years or none. But this is a total error. There is no compelling reason why it need be given more than two years. In certain respects it is better from the point of view of the college course that the student have it two years in the high school rather than three. Practically all colleges now give full entrance credit for two years of Greek, and some give credit for one year (Colby, Clark, Wellesley, Wheaton and Boston Univer-

sity). Further, all colleges offer a course which articulates closely with two-years of high-school work. Therefore, the minimum expense for keeping Greek is not three fifths, but two fifths, or at the very lowest one fifth of the annual salary of one instructor. When we further recognize that the teaching of Greek does not require expensive equipment, neither laboratory nor apparatus, as do, for example, chemistry, manual training and certain commercial courses, who will not admit that the financial requirements of Greek are exceedingly modest? Let it be added here that any high-school teacher of Latin ought to be qualified to give properly two years of high-school Greek.

The upshot of the matter then seems to me to be this. The disappearance of Greek in our smaller towns is natural and inevitable. In larger towns and cities, it can and should be retained—normally as a two years' course, exceptionally, for one year—just so far as there exists for it a reasonable demand. A reasonable demand—there lies the real crux of the matter. If such a demand does not exist, and *make itself heard*, the best-disposed administrators are helpless. It is doubtless true that in some cases a hostile or narrow-minded superintendent or principal will exert his influence openly or furtively against Greek. The high-school principal in a small Massachusetts college town, banished Greek and substituted for it type-writing; and when the Greek department of the college offered to teach the Greek in the high school for nothing, he refused to consider the offer! Let us not judge him too harshly; he had never studied either Greek or Latin. I have faith, however, that in most cases the administrators will give Greek a square deal; it can not ask for more. The crying need of the hour—and the golden opportunity—is for those who believe in Greek to use every proper method to create a demand for Greek from those who would profit by it, and—not less important—to make that demand articulate. Will you who have felt the beauty and truth of Greek literature, who know the heroic service that little Greece, against heavy odds, rendered for our western civilization, and who can speak without being suspected of professional or personal bias, "come over into Macedonia and help us"?

H. D. BRACKETT

CLARK COLLEGE,
WORCESTER, MASS.

THE PROBLEM OF THE MENTAL DEFECTIVE

GENERAL CONCEPTIONS

WE are indebted to France scientifically as much as politically. This is particularly true with regard to the study of feeble-mindedness. Our knowledge of mental defect began in France about sixty years ago in the efforts of Itard to develop a normal mind in a young idiot. Since that time, and especially since the remarkable investigations of another French scientist, Alfred Binet, clear ideas on the subject have been developed. Feeble-mindedness is now known as a condition of arrested mental development which prevents an individual from properly managing his own affairs or of competing socially with his fellows to the extent of becoming independently self-supporting. The condition is distinguished from insanity; insanity is a mental derangement or disease which does not necessarily affect the intelligence to a serious degree and which may be acquired relatively late in life, while feeble-mindedness is a serious deficiency in the general intelligence caused by failure of the intelligence to develop at the normal rate of mental growth. Insanity is a loss or degeneration of mental power, while

feeble-mindedness is an original lack or deficiency. To be feeble-minded a person must be so deficient in intelligence that he is thereby rendered socially incompetent or dependent. It is this social significance of feeble-mindedness that causes us to be concerned about the condition.

In a medical sense feeble-mindedness is an imperfect development of the nervous system, particularly of the brain. And since the brain is the organ of the mind this aspect of mental deficiency is very important. But we are not yet certain just how the nervous system is affected in most cases, nor how we can remedy the condition.

From the point of view of the teacher or the school principal, feeble-mindedness is expressed as inability to learn from the ordinary methods of teaching. It is an inability to keep pace in school with the average or normal members of the class. This scholastic inability is, of course, the result of the deficient intelligence, which is in its turn caused by the imperfect nervous system.

When we say that feeble-mindedness is a condition of arrested mental development we mean that the mind as a whole, the general intelligence, has not developed normally. By this we mean, for example, that a child of ten years may have the mind of a child of perhaps only five years or less; or that a grown-up man may never have had a mind greater in power than that of a child of perhaps only nine or seven years or even less. Or we may say that a given person has only a certain percentage of the development of intelligence which is normal for his age. Instead of being so many years retarded he may be retarded a certain percentage of what is normal. It is customary to regard a person as feeble-minded who is mentally retarded as much as five or six years or who has reached only 50 or 60 per cent. of the normal mental development for his age.

But feeble-mindedness is something more than intelligence defect. A serious error has been committed by many scientists who stop here, and this error leads to much confusion in appreciating the social and educational significance of feeble-mindedness. In particular the quality of the intelligence as distinguished from its level must be considered. Moreover, the arrest of mental development is not necessarily simple intelligence retardation. The cause of the retardation must also be considered, for mental defect may be a complex result of accident, disease or some derangement in the organic structure of the individual. Those cases which are the result of accident or disease should be examined by a medical specialist and may not be diagnosed by a psychologist alone.

MEANS OF DETECTION

Who is feeble-minded and how may this condition be determined? In ordinary cases of idocy or imbecility, which are the lowest degrees of feeble-mindedness, diagnosis is comparatively simple, but in the higher types, the morons, diagnosis is highly complex. It is still more complex in some of the pathological cases where disease, accident or imperfect organic structure complicate the condition.

The measurement of the intelligence level, or we may say the mental age, is the most important single method of discovering feeble-mindedness. This is made by means of a scale of tests arranged according to the ages at which normal children succeed in them. This scale of tests was devised by two French psychologists, Binet and Simon, but has been revised and extended for use in this country. By means of these tests one can easily measure a per-

son's mental age, his level of intelligence, with a very high degree of accuracy. For example, a child of five years is able to copy a square while one of seven years can copy a diamond. A child of eight years can count backwards from 20 and a child of ten years can detect the absurdities in illogical statements. According to this scale of tests a person is feeble-minded, generally speaking, who is more than five or six years retarded or more than 40 or 50 per cent. retarded in general intelligence.[1]

In addition to the inferior intelligence the examiner makes use of physical measurements. He studies the personal and family history of the individual and makes a careful medical examination. He inquires into the school history of the individual. This is especially important in young children, whose school progress is one of the first signs of ultimate defect.

CAUSES

The most frequent cause of feeble-mindedness is heredity. As a result of a study of over three hundred cases Dr. Henry H. Goddard came to the conclusion that feeble-mindedness in ancestors accounted for the condition in about two thirds of the cases studied. In other words, blood does tell. Mental defect is inherited about twice as frequently as it is caused by accident, illness or disease. Environment, in general, has comparatively little effect, except as subnormal or tainted families tend to live in unfavorable environment. Furthermore, environment has very little influence on mental development except as it produces malnutrition, disease or other unfavorable physiological consequences.

Until recently, syphilis, alcohol and tuberculosis were considered frequent causes of feeble-mindedness. But as a result of more careful studies we are now able to say that tuberculosis is almost never a cause, alcoholism of parents seldom is a cause, and syphilis is a cause in only a very small number of cases. Alcoholism and syphilis are frequently the accompaniments of mental defect in parents and in this way may be symptoms of feeble-minded ancestry instead of being direct causes. Furthermore, the general effect of alcoholism and syphilis is to produce abortion or still-birth instead of causing actual feeble-mindedness.

The most recent and advanced study, however, shows that one of the most serious causes of mental deficiency is an improper functioning of the ductless glands. These glands play a vitally important part in the prenatal nutrition of the unborn child, and they are the principal factors in the physical and mental growth of the individual after birth. We are beginning to see that the real cause behind the heredity of feeble-mindedness is inherited deficiency in the operations of these ductless glands.

TYPES AND DEGREES

There are two main classes or types of feeble-mindedness. These are the psychological and the pathological. By psychological we mean those cases which show no morbid physiological complications; that is, the condition is primarily the result of arrested development of the intelligence. There is a growing belief that these are the hereditary cases. The other main class includes cases in which the condition is the result of accident, disease, illness or special organic or functional defect.

All mental defectives are classified by mental age. Those who have mental ages under three years are called idiots. Those with mental ages between three and seven

[1] There is at present some uncertainty as to the exact mental age which marks the upper limits of feeble-mindedness.

years are known as imbeciles. The highest degrees of feeble-mindedness are known as morons. Their mental ages range from eight to twelve or even thirteen years.

These degrees of feeble-mindedness are associated with degrees of educability. Idiots can not talk, or at best have only meager speech. They also are incapable of any training except in habits of personal cleanliness. They are insensible to danger and may even be unable to feed themselves or to care for their personal wants. Imbeciles have a fair degree of language development and high-grade imbeciles can be taught to read and write. They are particularly lacking in ability to deal with numbers. They are capable of a fair degree of industrial training and can even be made self-supporting under proper supervision. Morons can be taught in school subjects as far as the fourth or fifth grades. They can be industrially trained and may become self-supporting with only occasional supervision, if properly trained. The moron may equal in level of intelligence the mental level of socially normal unskilled laborers, but he is lacking particularly in judgment and foresight, and he can not be trusted to manage his own affairs except under the most favorable circumstances.

The principal pathological types of feeble-mindedness are the mongolian, the cretin, the paralytic and ataxic, the microcephalic and hydrocephalic, the traumatic, the syphilitic, the epileptic and the insane. In these types the pathology is valuable as a means of classification, prognosis and treatment. The specific causation is also very important in the medical and educational treatment to be prescribed. I have not space to describe any of these types in detail. They are not numerically so important and are cases for the physician and the psychopathologist.

NUMBER

The number of mental defectives in the population depends upon the particular standards of feeble-mindedness that may be employed. Different investigators report conflicting estimates. Feeble-mindedness is considered to be more prevalent in the rural districts than in the cities. This may be due to the emigration of the better individuals to the urban districts and to the survival of the defectives in the country owing to the simpler fight for existence. The best figures indicate that at least one per cent. of the total population in most communities is feeble-minded. This estimate would be very much higher if the high-grade morons were included. Careful surveys have been made in sections of Michigan, New Jersey, Pennsylvania, New York, Maryland and elsewhere, and the entire state of New Hampshire was surveyed. The results indicate that one per cent. is a fairly conservative estimate and does not include the borderline cases or the higher grades of morons. Approximately two per cent. of men in the draft armies were recommended for rejection or discharge because of mental deficiency. This did not include doubtful cases or the higher grade of morons. In most camps rejections were confined to the imbecile class.

RELATION TO SOCIAL PROBLEMS

The menace of feeble-mindedness appears in all social problems. At least a quarter of criminals and juvenile delinquents are known to be feeble-minded. A very high percentage of professionally immoral women are feeble-minded. The most serious single factor in illegitimacy is mental defectiveness. Feeble-mindedness and the almshouse are inseparable. Retardation in the public schools is in very large measure a consequence of feeble-mindedness in

children. It has been repeatedly demonstrated that at least two per cent. of children in the primary grades are mentally defective. No study in social conditions can ignore feeble-mindedness as a serious factor. Even industrial unrest is in very large measure the result of failure to reckon with mental defectiveness. And the moron, wherever we find him, is a constant source of danger, either potentially or in fact.

REMEDIES

And what is the solution of it all? A number of means have been suggested. Some of these remedies aim at the source of feeble-mindedness and the recommendations include public education in eugenics, sterilization of defectives, and restricted marriage laws. Sterilization has not met with much favor, principally because it raises the question of personal rights and because it is ineffective except on a large scale. It furthermore does not remove the mental defective from the community to which he is a menace.

The prevalent method of relieving the communities of the burden imposed by feeble-mindedness is to place mental defectives in institutions for permanent custodial care. But institutions soon become filled and there is no provision for the rising generations of defectives, so the institutions recommend colonization of defectives. In this way the adult life of the mental defective is controlled at the cost of supervision only, for the higher grades of feeble-mindedness can be made self-supporting under supervision and training. By means of colonization a control is also established over the reproduction of mental defectives in a manner that is effective and acceptable.

The remedies for feeble-mindedness in children are institutional care or special class training. By means of proper education adapted to the intelligence and the future needs of feeble-minded children, a great deal can be accomplished. Feeble-minded children in public school are a menace to the normal children, partly because of the undesirable consequences of the association and partly by reason of the neglect of the normal children which results from the extra attention which must be given to the defectives. Moreover, the association is bad for the defectives because their initiative must be subordinated to that of the normal children and because the special studies and special teaching methods which they need are denied them. In special classes or in institutional schools these children can be taught industrial trades, household work of all sorts and can be prepared to some extent for their future social responsibilities. Habits of morality and industry can be instilled and the individual can be materially aided in becoming a self-supporting member of society.

EDGAR A. DOLL

PRINCETON UNIVERSITY

PRACTICAL EDUCATION AND THE HIGHER CULTURE

THERE are two radically different views as to what constitutes "culture,"—one that it is a state or condition, the other that it is a process. The following will serve to illustrate the former of the two conceptions. According to the Oxford Dictionary, culture is "the training, development and refinement of mind, tastes and manners, the condition of being refined, the intellectual side of civilization." Similarly, from Matthew Arnold's "Literature and Dogma"—"Culture is the acquainting ourselves with the best that has been known or said in the world."

In the sense as quoted above, culture is represented as a state of being, apparently to be enjoyed for its own sake, justifying its own existence, a possession carrying no special ob-

ligations, and not necessarily or unavoidably imposing any special or direct responsibility for individual conduct or action. The person possessing "culture" in this particular sense, often, unfortunately, comes to occupy more or less the attitude or position of an intellectual epicure, extracting a gourmet satisfaction from the fine arts, letters and the intellectual amenities of life generally. Such a person, it must be admitted, is expensive to produce, and frequently difficult to sustain.

In justice however to the great apostle of culture, Matthew Arnold, whose dictum has just been quoted, it should be said that the extract given in no wise adequately represents his actual attitude, as will appear later.

A modern scientific presentation of the idea of culture is contributed to Professor James Mark Baldwin's "Dictionary of Philosophy and Psychology," as follows:

> Culture refers to the comprehensive changes in individual and social life, due to the continued and systematic influences of mental improvement and refinement. Considered from a strictly social point of view, it is called civilization, but the anthropologists make culture the broader term. In the individual it is education. Whatever affects the intellectual status of man, whether directly or indirectly, may be said to be an element in culture. Arts and sciences, language and literature, education and government, social customs, ethics and religion contribute directly to the culture of a people. The practical industries, most of the transportation and communication, and the physical comforts of life, exercise, particularly in modern times, no less profound though more indirect influence, upon the totality of human culture.

Here we have a conception of culture as a continuous evolutionary process, as an upward growth in the life of human beings, as a process consciously or unconsciously directed toward ideal ends, toward a distantly seen perfection; in other words finally, toward that highest goal of human effort, which may be termed happiness. As Matthew Arnold now truly says:

> This culture is more interesting and more fairly representative than the other, which is founded solely on the scientific passion for knowing things. . . . It is regarded more fully as the endeavor to see things as they are, to turn toward the knowledge of the universal order which seems to be intended and aimed at in the world, and which it is a man's happiness to go along with or his misery to go counter to; to learn, in short, the will of God: the moment, I say, culture is considered not merely as the endeavor to see and learn this, but as the endeavor also to make it prevail, the moral, social and beneficent character of culture becomes manifest.

Finally, to quote again from Matthew Arnold:

> If culture then, is a study of perfection, general perfection, and perfection which consists in becoming something rather than in having something, more in an inward condition of the mind and spirit, not in an outward set of circumstances, it is clear that culture, instead of being a frivolous and useless thing . . . has a very important function to fulfil for mankind.

The object of the higher culture may then be truly said to be to bring the life of man into a higher state of perfection, into a fuller and more completely rounded state, in which things are seen more and more as a whole, and less and less as detached fragments of that whole; to bring about a more balanced and sane point of view regarding the use of the world and life, through a better and more perfect comprehension of the facts of the world and of their relation to one another, and to the human race. Culture is really, in this sense, a continuous extension of the boundaries of the mind, with an increased sense of one's responsibility for one's conduct, which ought to go with such wider knowledge.

Finally, one might say that culture, in its most complete interpretation, would mean an active harmony of the life of the individual man with the higher laws of the universe, so far as they can be discerned. This means, if it means anything, continuous progress toward liberty, justice and happiness, which is a very different thing from the mere selfish enjoyment of esthetic pleasures, or the cultivation of intellectual accomplishment for its own sake, which have so often passed under the name of culture, and which have brought the name itself so undeservedly into question among many men of sincerity of purpose.

The main difficulty, so far as formal education is concerned, is to reconcile the social duty of affording the means for this higher liberation of the mind, with the imperative social necessity of acquiring the training requisite to practical ends. At present, as we all know, from the universities down, the trend is completely toward vocational training. And yet there remains the human obligation of making the coming generations to know the meaning of certain great landmarks in the history of the human race, because they are landmarks in the striving of the race toward a goal of perfection or achievement, expressing in one field or another the highest aspiration of its time. It is the writer's belief that it should be the duty of education to give to youth, irrespective of practical aims, a sense of comprehension of the beauty of perfection. Speaking scientifically, this can not be so well done by vague innuendo as by purposeful intention. To this end, a school and college program should have some definite *modus operandi*.

Assuming the beauty of perfection to be best exemplified in the masterpieces of architecture, art, music and literature, what is there that may be said to stand as an irreducible minimum—the culture of obligation, to put it from such a standpoint, which every student should have, and which, from the practical modern educational point of view, it is feasible to give. The exemplars from the rigorous standpoint of supreme achievement are truly few, if we include those only which combine striving toward perfection in form with spiritual expression. Suppose we enumerate certain of these to illustrate, let us say, the *materiel* for a possible curriculum course in what might be called "social culture," which would be at the same time of ethical significance and of fundamental human value, and sufficiently circumscribed in extent to be practicable for execution in a combined high school and college program.

In the domain of architecture might be taken the Egyptian temples at Philæ, the Parthenon and its companion structures, the Gothic cathedrals, St. Mark's in Venice and St. Sophia in Constantinople.

In sculpture, as supreme types might be selected the Parthenon friezes and pediment sculptures, the Maidens of the Erectheion, the Winged Victory, the Venus of Melos, the Hermes of Praxiteles, the Discobolus of Myron, and the Medici monument sculptures of Michel Angelo, to which might be added the elegiac monuments near the Dipylon gate in Athens.

In painting there might be selected as the highest idealistic types, such masterpieces as The Last Supper of Leonardo, the figures of the Sistine Chapel, the Immaculate Conception of Murillo, the Holy Family of Coreggio, the Mona Lisa, and certain portraits by Rembrandt and Van Dyck.

In music, a study might be made of the sonatas and of the symphony music of Beethoven, of the oratorio music of the Messiah and Elijah, and of the music of the Wagnerian Ring.

In literature there might be chosen the Phædo of Plato, the Oresteia of Æschylus, the Sophoklean Trilogy of Œdipus Rex, Œdipus in Colonos and Antigone, the Medea and Iphigeneia of Euripides, the poems of Homer, the Divina Commedia, Hamlet and Faust. From the literature of the Bible might be taken selections from the books of Genesis, Isaiah, Job, the Psalms, the Gospels, and the epistles of Paul.

In philosophy and ethics there might be added a brief study of the meaning of Kant's Critique of Pure Reason, of the Logic of Hegel, of the Ethics of Aristotle, and a comparative study of the principles of the ethical systems of Jesus, Buddha, Zoroaster, Confucius, Mencius and Lao Tse.

In conclusion, there might be attempted an outline study of the calculus.

Such a course as this, introduced in the high school, and continued through the college curriculum, even though largely a study in appreciation, would add permanently to the student's horizon—a certain knowledge of at least some of the chief human achievements in the domain of creative idealism.

Under present-day conditions, the means of culture are too greatly vanishing under the stress of necessity for technical training, and

yet the constant imperative demand remains for humanization, for comprehension of the spiritual reasons which give vent to aspiration in certain high types of material expression.

The writer would fain include in this imperative demand, some study of the Greek language in and for itself, as the highest cultural type of linguistic expression, and as one of the greatest keys to the human mind. Barrenness of teaching however, combined with a very crass desire for that knowledge only which brings immediate material success, and with the very real practical necessity for acquiring in the schools the technical means of gaining subsistence, have practically banished this supreme agent of intellectual culture, to our eternal loss.

Such a culture course as suggested above could be so definitely and concretely organized, that it would in a clear-cut scientific manner, convey the underlying motives of the masterpieces in the higher fields of idealistic expression and ideation. In the study of such works of literature as the Homeric poems and the books of the Bible, books of extracts in several of the English translations could be organized, for a comparative study of the different possible modes of arriving at the form and meaning of the writer's work, the study of which would have cultural value of a distinct sort.

A separate course of this kind, having its own definite and concrete aims and methods, scientifically organized for humanistic and cultural purposes, would infinitely excel in cultural value the diffuse methods now lamely invoked, and would unquestionably soon justify itself in the curriculum, so far as student elections are concerned.

HERBERT F. ROBERTS
KANSAS STATE AGRICULTURAL COLLEGE

EDUCATIONAL EVENTS

A LEAGUE OF UNIVERSITIES

A CONFERENCE of universities was held at the Imperial Institute on July 18. *Nature* states that it was convened in order that representatives of British universities of the King's Dominions overseas as are still in England in connection with the war, might take counsel with their colleagues from the United States. The discussion was on the contemplated extension of the activities of the Universities Bureau. Representatives were invited to give expression to their views regarding the ways in which the bureau might be of greater service to the universities.

The chairman, Sir Donald MacAlister, was able to announce that, the Treasury having, on the advice of the president of the Board of Education, promised to the bureau a non-recurrent grant of £5,000, provided the universities made adequate provision for its maintenance, almost all the universities of the United Kingdom had already adopted a proposal made at the last meeting of the conference for each to contribute a sum of £100 per annum to the bureau of funds, and two of the university colleges had promised £50 each. The treasury grant is intended to enable the bureau committees to acquire and furnish premises suitable for the accommodation of the staff and for the reception of visiting professors and immigrant students from the Dominions and foreign countries.

When the delegates who attended the congress of 1912 decided that it was desirable that a "clearing-house" for universities should be established, they were thinking of it chiefly as an agent for promoting cooperation amongst the universities of the empire, although its international relations were not absent from their minds. There is an urgent demand for cooperation amongst the universities of the allied and neutral countries, and especially for the interchange of teachers and graduate students, on a scale which will appreciably affect our knowledge of one another's ways of thought and trend of sentiment.

In illustration of what may be done to promote a League of Universities, the nine representatives of the universities of the United Kingdom and Captain Holme, who represented the universities of Australasia, gave an account of their experiences and of the impressions which they received during their recent visit to France as guests of the French Republic, and Dr. Fish, on behalf of Dr.

Duggan, the director, who was detained in France, described the aims of the new American Institute of International Education.

EXCHANGE PROFESSORSHIPS WITH CHILE

RATIFICATION by the government of Chile and the University of Chile of plans for the exchange of professors and instructors between the United States and the South American republic formulated by the University of California Committee on Hispanic Relations has been effected by official decree of the government of Chile through its minister of public instruction, Pablo Ramirez. An appropriation of $12,000 for the coming year had been provided under the decree signed by President Sanfuentes, of Chile. Both the president of the University of Chile, Domingo Amunategui, and the minister of public instruction have announced their readiness to receive as the first exchange professor from the United States, Charles E. Chapman, associate professor of Hispanic American history in the University of California.

Chile's official ratification of the exchange professor project marks the first definite result of plans of the late Professor H. Morse Stephens, whereby the University of California was to become a center for exchange of professors and students with the leading Hispanic countries of the world, and for study of the history and contemporary problems of Spain and Portugal, and more particularly of the Hispanic republics in the two continents of the Americas. It was largely due to the death of Professor Stephens that the proposed exchange of Professors Rafael Altamira, of the University of Madrid, and Professor Herbert E. Bolton, of the University of California, for 1919–20 was postponed. Professor Stephens had also been instrumental in opening discussion with a view to a series of exchanges between the University of California and the National University of Mexico.

A committee of distinguished educators from the Chilean republic, headed by Dr. Don Pedro Aguirre, arrived in Berkeley early in January of this year and proposed a series of permanent exchanges not only of professors of universities, but also of teachers of high schools and technical schools, including women as well as men. Señor Aguirre's committee further proposed to make use of the University of California as a clearing-house whereby the university authorities should arrange for all exchanges in this country. Approval of this plan was announced by President Benjamin Ide Wheeler, on February 21, the board of regents having voted to accept the plan on February 18.

It is this arrangement which by decree of President Sanfuentes, of Chile, now becomes effective.

Qualifications of the exchange of professors and instructors were announced on August 2, by the University of California Committee on Hispanic Relations of which Professor Chapman is chairman:

> The exchanges are by no means to be limited to professors of the University of California or even to teachers in the schools of the state. An earnest effort will be made in every case to select the candidates who will best serve the purpose of the exchange.
>
> In each year there are to be not less than two or more than four exchange professors or instructors from each country, of whom one at the most is to exchange with a professor of the University of Chile; however, the exchanges at the outset will be limited to two from Chile and the United States respectively.
>
> It is absolutely essential that the exchange professors and instructors shall be able to speak the language of the country in which they are to teach; ordinarily the teachers of the secondary grade will be called upon to teach English, unless they have the training enabling them to teach such technical subjects as manual arts, agriculture, et cetera. More latitude as to subject-matter will be allowed to the exchange professors.
>
> A second essential for candidates is that they shall come from a suitable school with which the exchange can be arranged. The plan is for each country to pay the salaries and expenses of its own exchange professors and instructors, while the country to which they are sent receives their teaching free of charge.
>
> It is to be noted further that the Chilean school year begins in March and ends in December. This means that instructors from the United States will take out their leaves of absence to begin in Jan-

uary, at which time the instructors from Chile will arrive to take their places.

THE STUDY OF CONTEMPORARY CIVILIZATION AT COLUMBIA UNIVERSITY

A CHANGE in the work of the freshman year which, the university authorities say, will exert a great influence on the whole college curriculum, will be introduced at Columbia this fall. Required courses in history and philosophy will be discontinued and a course on contemporary civilization to meet five times a week throughout the year will be compulsory for all freshmen. In this new course the moral, political, industrial and educational problems of the present, and the conditions which they may aid in their solution will be studied.

The discontinuance of the freshman requirements in history and philosophy were determined upon at a meeting of the faculty of Columbia College held last January. A committee consisting of Dr. A. L. Jones, director of admissions, Professor H. A. E. Chandler, Professor B. B. Kendrick, Professor H. E. McBain and Professor H. B. Mitchell, was appointed to consider plans for the course in contemporary civilization. With the assistance of this committee, a syllabus has been prepared in collaboration, by Professor John J. Coss, Professor B. B. Kendrick, H. J. Carman, Irwin Edman, E. D. Graper and Herbert N. Schneider. This syllabus, soon to be issued, represents the coordinated effort to map out a scheme of study which from the outset of his college course should direct the student's attention to the pressing social problems of the day.

It is announced that this five-hour required course will be taught by men from the following departments: History, government, English, philosophy, economics and sociology. Each instructor will teach the entire materal for the course. This feature will require a large amount of research on the part of the instructors, but it is felt that this will be beneficial because it will tend to break down departmental isolation. Furthermore, courses which have been conducted in the past by having individual instructors each give two or three weeks have been without exception unsuccessful. A great amount of enthusiasm has been shown by the instructors who will be charged with teaching the course. A new study room will be provided, funds for this purpose having been given by friends of the college who feel that the new course is one of the most significant educational innovations in the field of college instruction.

The establishment of this course in contemporary civilization follows the adoption of psychological tests as an alternative method of admission, which went into effect last June. Announcement is also made that physical training will be made compulsory for all freshmen and sophomores beginning this fall. Another move is the establishment this summer of a French House in which the students speak only French. It is planned to extend this practical method of teaching spoken languages, so that Spanish, Russian and other tongues will have homes of their own.

STANDARDS OF CHILD WELFARE

PRECISE estimates of the cost of rearing the American child are made in the first section of a volume entitled "Standards of Child Welfare—A Report of the Children's Bureau Conferences" now in the process of publication by the Children's Bureau of the United States Department of Labor.

Various authorities reported the results of their inquiries in this field. Miss Florence Nesbitt, institute instructor in dietetics for the American Red Cross, stated that in cities such as Chicago and Cleveland "it costs approximately $1,500 a year to buy the essentials for maintaining the average family of five—father, mother and three children—at what we might consider a normal standard." Miss Nesbitt indicated the conclusion that only a minority of those comprehended by her investigation has as much as this minimum income.

Professor William F. Ogburn presented the results of his investigations made for the National War Labor Board and for the Bureau of Labor statistics of the U. S. Department of Labor. Professor Ogburn reckoned that in rearing a child from birth to sixteen years of

age $1,325 is added to the family budget. Both he and Commissioner Royal Meeker, of the Bureau of Statistics, concluded, however, from the budgets they studied, that in order to rear children the average working man and his wife must economize seriously. Commissioner Meeker said, "with the increase of the family every item of expenditure, except food, declines not simply in percentages but in absolute amounts. This means, of course, that comforts and even necessities must be sacrificed to meet the most pressing needs for food."

Dean S. P. Breckinridge, of the University of Chicago, described the national consequences due to income insufficient to purchase the minimum essentials of family life. She emphasized the increase in the infant death rate generally found as the income of the father goes down. Dean Breckinridge reported the conclusion that wage levels have not increased commensurately with the rise in prices. She recommended the fixing of an economic level below which, for the sake of the national well being, no family be allowed to sink.

The raising of the age at which American children are permitted to enter industry and a more stringent control of the conditions upon which young people are allowed to assume the industrial obligations of maturity are urged in the second section of the volume. The prohibition of all employment of children under sixteen, except during vacation periods; the establishment of higher age limits in certain occupations; the prohibition of all juvenile employment in dangerous trades; the establishment of physical and educational tests; and the handling of the entire problem of juvenile labor with greater consideration for the National Welfare are proposed.

Owen R. Lovejoy, Secretary of the National Child Labor Committee, urged that the needs of the child and not the desires of any industry be made the test of child-labor legislation. Dean D. L. Edsall, of the Harvard Medical School, set forth the necessity for physical examination of the child with reference to his fitness for work in a particular industry before an employment permit is issued. Dean Edsall reported by way of illustration the estimate that at any time in New York City alone there are as many as 20,000 children suffering from organic heart disease. Many children, he stated, are injured seriously by working in processes for which they are not adapted while they might with safety have had other employment.

Sir Cyril Jackson, representing the British Board of Education, described the establishment of the high national child-labor standard made possible in Great Britain by the passage of the "Fisher" Education Act. Ronald C. Davison, chief of the British Juvenile Labor Exchange, outlined the governmental machinery through which Great Britain is controlling the child-labor problem. The urgency of creating an adequate system of continuation schools in the United States as a further step in dealing with the problem of child labor was presented by a number of contributors to the publication.

CONSTANTINOPLE COLLEGE AND DEAN WALLACE

AMONG the passengers on the S.S. *Canada*, which sailed from New York on August 5, was Dean Louise Baird Wallace, of Constantinople College, who is returning to her work after her first vacation in America since the outbreak of the war. Ambassador Morgenthau and others who were on the ground bear testimony to the distinguished service which she rendered. Acting president during President Patrick's absence in America from October, 1916, to December, 1917, she faced alone the difficult situation which resulted from America's entrance into the war, but she met this crisis so successfully that the college was able to keep its doors open and graduate a larger class than usual that year. The fact that the Turkish government wanted the college buildings for military purposes caused great anxiety, and when, one day in April, 1917, some of Enver Pasha's Red Crescent soldiers appeared in front of the gates to take possession, it seemed that Dean Wallace's worst fears were to be realized; the threats were, however, not carried out.

In June Mount Holyoke College conferred upon Dean Wallace the degree of doctor of science "in recognition not only of her distinguished service for the education of women in the Orient, but also of the bravery, skill and wisdom with which she carried the college through a time of war without closing its doors for a single day." Dean Wallace is a graduate of Mount Holyoke, and was associate professor of zoology there. She is taking back with her some microscopes which are the gift of her former students at Mount Holyoke. The biology laboratories need further equipment in view of the new medical work which is just being started. A hospital and training school for nurses will be established as soon as possible, which eventually, it is hoped, will develop into a medical school in connection with the college.

In Dean Wallace's party are the following new members of the faculty: Dr. Lawrence P. Chambers, whose former residence in Turkey has given him a valuable knowledge of the languages and customs of the country; Miss Mary A. Hall, of Beacon, N. Y.; Miss Mary Conklin, the daughter of Professor Conklin, the head of the biology department at Princeton; Miss Elizabeth Ingersoll, a Vassar graduate; Miss Elsie S. Jenison, a graduate of Wellesley; Miss Ramsey, daughter of the eminent Scotch historian, Sir William Ramsey; Miss Elizabeth W. Towle, of the Baldwin School and Miss Eveline Thomson, an alumna and former teacher of Constantinople College.

EDUCATIONAL NOTES AND NEWS

Professor Sheldon E. Davis, for the last four years director of the department of education in the Northwest Teachers' College of Missouri, has been appointed president of the State Normal College at Dillion.

Royal B. Farnum, a teacher of free-hand and mechanical drawing since 1901, at the Mechanics Institute, Rochester, N. Y., has been elected president.

Jesse William Sprowls, who has been professor of education in Bethany College and is now finishing the work for the doctor's degree in Clark University, has been selected as successor to S. J. Phelps as professor of secondary education in the University of Vermont. Professor Sprowls will begin his work next fall after teaching in the summer school of the University of Pittsburgh, of which he is a graduate.

Miss Clara M. Parker, a teacher of English in the North Texas State Normal Institute at Denton, has been appointed adjunct professor of the art of teaching in the department of education, of the University of Texas.

Mr. Walter W. Borden, of Bucyrus, Ohio, has been elected superintendent of schools at South Bend, Ind., to succeed the late John S. Nuner. Mr. Borden entered upon his duties on August 1.

Mr. Richard J. Tighe, for the past six years superintendent of schools at El Paso, Texas, has been appointed to the superintendency at Muskogee for a three-year term to succeed Edwin S. Monroe, who has resigned.

Dean Shailer Mathews, of the University of Chicago Divinity School, has been elected a director of the Universal Military Training League. The idea of the league is primarily to train for citizenship and secondarily for military service.

Superintendent J. M. Gwinn, of New Orleans, La., who has been for the past few months a director of education at the American Overseas University at Beaune, France, has been awarded the French decoration of the Officer d'Academie for distinguished service in academic work.

Miss Edna Agnes Cocks, head of the department of physical education for women in the University of Southern California, has been given a similar position at the Oregon Agricultural College to succeed Miss Mabel Lee. Miss Cocks will bring with her for the instructional staff Miss Mary Isabelle Bovee, head of the department of physical education in the Fresno State Normal School and Miss Ruth Wininger, a graduate of the University of Southern California.

Professor Barzille Winfred Merrill, head of the department of music at the Iowa State

College, has been appointed head of the department of music at the University of Indiana.

MRS. PEARL RANDALL WASSON, of Middlebury, has been chosen by the executive committee of the board of trustees of the University of Vermont to fill the position of dean of women left vacant by the resignation of Mrs. C. B. Stetson. Mrs. Wasson is now studying college administration at Wellesley College.

THE library school which will be inaugurated by the University of Texas in September has secured Miss Eva L. Bascom as adjunct professor. Miss Bascom was for some years a member of the faculty of the Wisconsin library school, and has completed an engagement with the United States Children's Bureau, Washington, D. C.

THE resignation of Miss Caroline Borhauer, a native of Germany and a teacher in the Lynn Classical High School, ends a long controversy between the school committee of the Lynn city council, which started when the council passed an order that all alien enemies in the employ of the city must give up their positions. The school committee refused to abide by the order and a deadlock followed. After Miss Borhauer's pay had been held up for several weeks a joint committee tried to secure a teacher as competent as Miss Borhauer, but Superintendent Jackson reported that none could be found. Finally the matter quieted down and Miss Borhauer received her pay.

BECAUSE he believed that he had been prevented from obtaining a position by J. H. Hildebrand and Edmund O'Neill, members of the faculty of the University of California, Roger Sprague, a graduate of the university, shot and severely wounded both men on August 4. He was arrested and taken to the Berkeley police station, where it was said that an insanity charge would be made against him.

THE council of Leeds University has appointed to the chair of education Dr. John Strong, rector of the Royal High School, Edinburgh, since 1914.

THE Association of Teachers of Mathematics in the Middle States and Maryland held a joint meeting with the Association of Mathematics Teachers of New Jersey at the Central High School, Newark, May 3. Papers were read by Professor A. L. Jones, Mr. H. E. Webb, Professor H. B. Fine and Mr. P. C. H. Papps.

THE British Association for the Advancement of Science will resume its annual meetings in September at Bournemouth. The meeting will last only five days instead of the more usual eight, and the social festivities will be considerably curtailed. The Education Section has prepared an attractive program. On September 9, Sir Napier Shaw, F.R.S., will deliver his presidential address. In the afternoon, a discussion upon the Teaching of English will take place. On September 10, the morning will be devoted to considering "The Method and Substance of Science Teaching." During the afternoon of September 10 a joint meeting with Section of Economics will consider the question of "Education in Relation to Business." The future of continuation schools is to be discussed on the morning of September 11. It is hoped that Bishop Welldon will be able to open a discussion upon "Training in Citizenship" on the morning of September 12; and in the afternoon of that day the question of private schools will be considered.

Two centennial addresses are announced at the University of Chicago—one on James Russell Lowell, by Professor Paul Shorey, head of the department of the Greek language and literature, on August 15; and one on Whitman, by Associate Professor Percy Holmes Boynton, of the department of English, on August 20.

THE New York Civil Service Commission announces an examination on August 30 for an inspector of school libraries, State Education Department. The salary is $2,500, and the position is open to men and women. Candidates must be graduates of an approved college or university, and in addition, graduates of an approved library school. They must also have had at least five years' library experience which should include experience in organizing school libraries. Preference will be given to

candidates who have had experience in teaching in library schools and who show an aptitude for addressing public gatherings on library topics and conducting library institutes. Preference will also be given to candidates who received their preliminary and high school training in the public schools of the state of New York so that they are familiar with the public school system. Applicants will not be required to pass a written examination but they will be rated on experience and personal qualifications. Inquiry may also be made as to their character and ability and all statements of experience will be subject to verification. An interview may also be required.

MR. GEORGE R. EASTMAN has endowed with $2,319,000 at the University of Rochester an institution, to be known as the Eastman School of Music. Mr. Eastman has purchased a site near the center of the city at a cost of $381,000 and provided $1,000,000 for construction. The building will comprise the school of music and an auditorium capable of seating 3,000 where motion pictures of the highest type will be shown accompanied by the music of a symphony orchestra, for the maintenance of which Mr. Eastman has provided. Proceeds from the exhibitions will go toward the maintenance of the institution.

THE will of Mrs. Rosa E. Spang makes a bequest estimated at more than $1,000,000 for the relief of the poverty and distress of children and babes who are in want through abandonment or the death of their parents. Former Attorney-General George W. Wickersham, Colonel Michael Friedsam and Dr. Henry Dwight Chapin are named as directors and executors of the fund. The will provides that the foundation shall be known as the Rosa Spang Foundation and that its chief work shall be to select children sent to orphanages and homes and make provision for their education and instruction.

THE provision in the will of the late Mr. La Verne Noyes, by which the University of Chicago is given for the use of Ida Noyes Hall such of his paintings, furniture, rugs, or other household furnishings as the university trustees may select, recalls his two great gifts to the university. One was that in memory of his wife. Ida Noyes Hall is a combined clubhouse, commons, and gymnasium for women, built at a cost of nearly half a million dollars. The other gifts was that of property valued at $2,500,000, known as "The La Verne Noyes Foundation,' one fifth of the income from which may be used for teaching American history or the public duties of citizenship, and the remainder for paying the tuition of deserving students who shall have served in the Great War, or who shall be descendants by blood of any one in service in the army or navy of the United States in that war. Over five hundred and seventy students have already been given scholarships on this foundation.

THE Institut de puériculture de la Faculté de médecine de Paris was formally inaugurated, July 1, with much ceremony. The first million francs for it was offered by the American Red Cross and this was doubled by another million donated by French philanthropists. Professor Roger, dean of the Paris faculty, expressed the gratitude of the French and spoke in particular of the penny contributions of the children of America, their contribution to the work totaling 500,000 francs. He urged that a similar *Oeuvre du sou* be started in France. A society was organized at the same time, the Société de l'Institut de puériculture, and the constitution and by-laws adopted.

Nature states that it is proposed to establish an institute of commercial and industrial psychology and physiology. The announcement is accompanied by a summary of thirty investigations in which the scientific analysis of industrial movements resulted in a notable improvement of output, and reference is also made to the effects of shorter hours and the introduction of rest pauses. Amongst the scientific supporters of the proposals are Sir Walter Fletcher, Mr. W. B. Hardy, Lieutenant Colonel Myers, Professor C. S. Sherrington and Professor E. H. Starling. The secretary is Mr. G. Spiller, 1 Great Tower Street, E.C.3.

A COMMITTEE consisting of four experts on education, named by Mr. A. Samuels, attorney

general, is to frame an educational measure for Ireland intended to link up the primary and secondary schools, and create facilities for technical education. It is hoped "that in spite of the sectarian differences that prevail in Ireland, the bill will be so framed as to safeguard in every possible way all religious views and tenets."

THE grade teachers of St. Louis have formed a union, and plan to take up with the Board of Education in the fall questions of salaries, promotion and working conditions. The high school teachers of the city propose to form a special separate organization which will act in concert with the grade teachers on all matters of mutual concern.

The Springfield Republican remarks editorially: "While a large contracting firm in New York City was telephoning to the reemployment bureau for a gang of laborers to be paid $37.20 a week each, a college president was asking for a professor of mathematics at a salary of $1,000 a year, or $19.23 a week. With due allowance for the probability that the man seeking laborers knew his market better than 'prexy' knew his there remains a striking illustration of the sort of condition that has given rise to the middle class union movement in England and the growing dismay in this country among those whose work for their daily bread is not commonly referred to as 'labor.' Of course a $1,000 professor of mathematics, if a recent graduate of the football team, might piece at through the summer with a laborer's job."

THE Summer Educational Club of the University of Michigan, composed of 70 principals and superintendents of Michigan schools, who are taking summer work in the university, is unanimously opposed to the affiliation of teachers' organizations with the American Federation of Labor, despite the fact that already, in 100 communities, the teachers have formed unions and affiliated with other classes of workers. The Michigan superintendents are said to realize that the unionizing movement is gaining headway in the United States, as a result of low salaries and prevailing unrest among all classes of workers. They expect that teachers' unions will be formed in Michigan during the coming year despite their opposition, as branches of the American Teachers' Federation are already being proposed in several localities. "The school men are appreciative of the progressive attitude toward public education that has been taken by the leaders of organized labor," said Professor J. B. Edmonson, faculty adviser of the club, in discussing the attitude of the Michigan superintendents. "However, the school men feel that there are other organized groups that have, or could be easily persuaded to adopt policies equally favorable to the schools and to the teachers. It is the consensus of opinion among the superintendents that the unionizing movement is not entirely wise, and is hardly calculated to further the interests of teaching as a profession. However, their is agreement that some type of effective organization of teachers must be devised, and that this organization must cooperate actively with other organized groups of workers and professional men to raise salaries and working conditions to a much higher level."

A REPORT of the work of the high schools of other states in economics and sociology will be made to the division of social science of the Texas State Teachers' Association at its meeting in Houston this fall by A. B. Wolfe, professor of economics and sociology in the University of Texas. The two chief objectives of the division of social science, which was organized three years ago, were to secure the inclusion of courses in economics and sociology in the curriculum of the high schools of the state, and to secure entrance credits in the colleges and universities for the courses and affiliation with the state department, both of which objectives have been accomplished. E. T. Miller, professor of economics in the University of Texas, has received many inquiries concerning texts in elementary economics and sociology and is making a collection of these texts in order to give information to teachers of the subjects.

SPECIAL CORRESPONDENCE

JAPANESE GOVERNMENT STUDENTS IN AMERICA

A SIGNIFICANT incident of recent months is the decision of the Japanese Department of Education to resume sending students to study in the United States. There have always been many Japanese in American universities, but they have not belonged to that élite known in Japan as government traveling students. These are men of mature years, nearly always married, graduates trained in Japan's universities, who have had several years of successful teaching or other experience. They are selected to study in certain foreign countries at the expense of the state, partly as a reward for faithful service and partly that they may prepare themselves for promotion upon the conclusion of their special research. Such men become the backbone of the corps of teachers engaged in Japanese higher education—the men who can mould their country's immediate future. Of 2,212 Japanese studying abroad in 1916, only ninety-one belonged to the picked group sent abroad by the Department of Education.

Late intelligence from Japan states that this year the Department of Education is to appoint eighty such students, called *Mombusho ryugakusei*, to study in the United States. That this is a striking change in educational policy may be seen by contrasting this number with the figures for 1903, when out of one hundred and twenty-three such students, forty-seven were sent to study exclusively in Germany while only one was sent for exclusive study in the United States.

England has been considered the proper place to send men to study English literature and France and Italy have had most of the art students, but since 1880, the language of medicine and the related sciences in Japan has been German, and the military and political theories of Germany have found a wide hearing there, so that of students of these subjects, much the largest number, have always been sent to Germany.

Unhappily for America, the government students in the past have generally returned from Europe with sneers and contempt for our science and industries. That this group of men were ignorant of what they criticized has not hindered them from exalting themselves at the expense of the many Japanese trained in American colleges. The result has been distrust and misunderstanding of the United States as was seen in the tumult of protest and perplexity which occurred when President Wilson spoke of "making the world safe for democracy." Truly, to any one but a Japanese bureaucrat it would appear absurd that, at the present, more college lectures are given in America on the history and culture of Japan than are given in the schools and universities of Japan, on the history and institutions of the United States.

In such days of prejudice against American schools and American scholarship, the war came to recall the *ryugakusei* from Germany and to cause a revaluation of German principles and material science. In 1914, the government had one hundred and twenty-seven students abroad, but the next year only ninety-five, for doubt was felt as to the value of sending students to a convulsed Europe. Further, many men, whose turn it was to go abroad, preferred to wait for a chance to enter Germany. However, the war dragged on into years and delay became unwise. But the few Japanese who reached Switzerland were disappointed in what they heard from Germany there and submarine warfare soon troubled European seas. When in 1916, students began again to be sent out they came to America expecting to go on from there to Europe and the two or three years of their tour expired before they could get farther. Their enforced stay in America coincided with our entry into the war and they were eye witnesses of our great national achievements.

Their presence here helped Japan to make the rediscovery of America which took place about this time. For many Japanese had come to believe that America did not know how to make sacrifices. Flattery had made them think that patriotism was an exclusively Japanese virtue and they expected us to lend money, sell goods and refuse our men. To

such people, the national army, the service of supply and munitions and the ship-building achievements of this country came as facts that could not be brushed aside or explained away. From the admiration of so much accomplishment, pro-American sentiments have spread widely in Japanese schools and society. Japanese business men are groping after American efficiency and the principles of American factory management and welfare work. The masses are moving toward American ideals of manhood suffrage and the dignity of labor. Japanese spectators at the Paris Peace Conference and even some of the participants in it, are spreading among their countrymen, the impression that America has become the arbiter of the world and their conviction that Japan has much to learn from us.

A partial explanation of the number of Japanese government students that have been sent to Germany in the past may be found in the special welcome extended to the *ryugakusei* there. The title of "Government Student" was better understood in Germany, their credentials meant consideration and official rank foreign to English and American ideas. Japanese professors were used to deference at home and liked to be called "*Herr Doktor Professor.*" Germany, self-advertised as the superman of the West, loved to profess friendship and admiration for Japan. In Berlin, a certain Fraulein B.... was well known among Japanese visitors as a painstaking tutor in the German language. One of her former pupils, promoted very soon after his return from Germany to be Vice-minister of Education, used his position to do her special honor.

Not only in Germany but all over Europe, the habits and needs of these men are better understood than in America. Our university authorities hardly know what to do with men who will not register for "courses" nor study for "credits." Such investigators again need to go from one institution to another, for they often come to study general methods or the views of certain scholars. Unlike the Chinese students, they have not time to work for academic degrees, for the *ryugakusei* have only two, or at the most, three years abroad. They receive a fixed money allowance, enjoy freedom from supervision while abroad and are each given a special field for investigation. Their special subjects range from agriculture to zoology and cover the entire field of philosophy, science and the arts. They are not required to publish the results of their studies, though new text books, theses and magazine articles are the natural fruit of their research. Strangely, these investigators are appointed with very little regard to linguistic ability, but as these years of study are granted as rewards such honors may frequently fall to men without any linguistic talent.

Moreover, many of these men are at a special disadvantage in coming to England or America, since Japanese doctors and scientists as a class know very little English; for the principal language of science in Japan is German. German doctors have not taught in Japan for ten years, but German text-books and German terminology have survived their departure and prospective students of medicine know more German than English. Thus on arriving in America or England, Japanese government students must usually give a year to language study and because they can not express themselves their scientific attainments may not be fully appreciated.

It is obvious that these government students need special help from somebody if they are to profit to the full from their stay in America. Nowhere will a small investment of sympathy and help yield larger results; for though it is notorious in Japan, that for want of proper direction many of these men have drifted helplessly as mere tourists, yet wherever they have received encouragement and a little initial direction they have done good work. As a class they have played a conspicuous part in the history of Japan. Mori, who organized public education studied in Washington; Maeshima came here to delevop the postal system and even Prince Ito, who drafted the Constitution, toured the world like the *ryugakusei*. American patriotism demands that we give our best to these students that they may see and depart convinced that scholarship may flourish in a democracy, outside of

an educational system and under representative institutions.

WILLIAM L. SCHWARTZ

DISCUSSION AND CORRESPONDENCE

THE SALARY QUESTION

TO THE EDITOR OF SCHOOL AND SOCIETY: Though not connected with educational work, I have kept in close touch the past few months with current discussions of the salary question. So far as I have been able to judge, no other journal gives so much of its space as does SCHOOL AND SOCIETY to a discussion of the salary question. You deserve credit for being wise to the teachers' greatest need, and for showing so sympathetic an attitude toward the teacher's material welfare.

There appears in your issue of July 26 a statement from the Secretary of the N. E. A. which in my opinion should not go unchallenged. It is as follows:

> The National Education Association is promoting this salary campaign not for the sake of the teacher fundamentally but for the purpose of improving the schools.

Whole libraries have been written by teachers and some two hundred school journals are supported by them in the interest of the schools and their pupils; but a child could carry away in its hand all that has been produced on how to promote the material welfare of the teacher. The thought is virtually all of the pupil, scarcely at all of the teacher. This situation is responsible for the present unfortunate status of the teacher.

Why can not the teacher look at questions as other people do? When a man goes into court, he goes to assert his rights, not to point out how the community will profit when his claims are allowed. It is humiliating to feel that the most vital interests of the teacher, such as justice, a living wage and self-respect, must be thought of as a by-product.

It is all very well within reasonable bounds to be spiritually minded, to think of the other fellow, to "earn more than you get," etc.; but if the N. E. A., the state associations and local organizations of the "rank and file" (it is to be regretted there are so few) should make a strong campaign for adequate salaries, based upon the single assumption that teachers, like other wage-earners, are entitled to what they earn, supported by strong determination and consistent effort to get it, the salary situation would soon clear.

It takes something more and better than self-immolation to command the respect of the public, and cause it to respond in so important a matter as teachers' salaries. The teacher's material welfare should be made the primary objective of a great campaign; the manner of conducting the campaign should be peaceable, but none the less purposeful and determined.

E. E. DODD

SPRINGFIELD, MO.

UNIONIZING TEACHERS

JUDGING from the quotations in SCHOOL AND SOCIETY, June 21, page 747, it is too late to prevent the unionizing of teachers in large numbers. It will, however, probably never be too late to improve the influence of such unions. Teachers should make a careful study of all important movements of their day and it would perhaps not be difficult for them to make an impartial study of the effect of labor unions if the question of joining such a union had not been made a personal matter.

It is easy to see how labor unions have helped the capitalist. By increasing the replacement value of his property through the increase of wages and salaries you can not help improving his condition. Capital never had a better friend than the labor unions as now conducted, although it did not always welcome this friend on account of the necessary temporary readjustments. Similarly, those dependent on wages and salaries never were more fortunate than when there was a downward tendency in such incomes, although they too did not always welcome this tendency on account of the necessary temporary readjustments.

If by joining labor unions teachers are able to bring about a policy by which the rela-

tive condition of those depending on wages and salaries can be permanently improved much good will result. On the other hand, if they engage in a short-sighted political game looking only to their own personal aggrandizement they will bring shame on our profession and will endanger our personal liberty still more. In joining a union a teacher must reserve to himself the right to expose its faults, if he finds any, or else lose his self-respect.

G. A. MILLER

QUOTATIONS

APPEAL OF THE COLLEGES

PRINCETON is appealing to her alumni and friends for an additional endowment of $14,000,000; Harvard is asking for $11,000,000; Mt. Holyoke has just launched a campaign for $1,500,000; Fordham wants $1,000,000; Columbia has recently completed a fund to cover her war deficit; Yale, despite the recent Sterling bequest, is considering the advisability of joining in the general appeal for funds.

It is evident that the American universities are facing a serious crisis. Most of them depend chiefly for maintenance upon incomes derived from invested funds, and so are sufferers from the enormous decline in the purchasing power of money. Incomes which five years ago were adequate to their owners' needs to-day are sadly insufficient. It is estimated by the Endowment Fund Committee of Princeton University that six of the fourteen million dollars they are trying to raise will be absorbed entirely in restoring the institution to its ante-bellum status, in repairing the losses incurred by the diminishing value of money.

Like conditions prevail everywhere, for an increase of perhaps 40 per cent. in current expenses has been offset by no increase of income. In order to hold their teaching staffs, Harvard, the University of Pennsylvania, Dartmouth, Cornell, Amherst, Lafayette and many others have already been compelled to increase salaries. It is evident that they must have additional funds at once, or suffer a marked decline in efficiency and usefulness.

In the Middle West the situation is not so alarming, for there the great state universities are expecting relief by legislative action. It is even reported that the University of Michigan expects to set as the standard of remuneration for her ablest professors, the comparatively liberal sum of $7,500.

But our endowed institutions of the east can look for relief only to their alumni. And the various alumni bodies, inspired by generous rivalry, are striving to be first to lift from *alma mater* the burdens which oppress her. They realize that the university which fails at this moment to receive ample assistance must suffer irreparably in prestige and power for service.—The Evening *Sun*.

GRANTS TO THE BRITISH UNIVERSITIES

THE estimates for this year contain a vote for one million pounds to cover grants in aid of the expenses of universities and colleges in the United Kingdom and of the expenses under the Welsh Intermediate Education Act. The deputation from the universities of the United Kingdom, received last November by the chancellor of the exchequer and the president of the Board of Education, convinced the government that the existing provision for aiding university education must be increased, and it is intended that in future the sum of one million annually shall be apportioned between university institutions in England, Scotland and Ireland. This year Parliament is being asked for a special additional vote of half a million to assist universities, colleges and other similar institutions, including medical schools, which are in need of special assistance, in order that they may resume their full work under favorable conditions and may not be hampered by the extraordinary expenditure which has been caused by the prolonged interruption of their activities and development brought about by the war. The Treasury, after consultation with the president of the Board of Education, the secretary for Scotland, and the chief secretary for Ireland, has appointed a standing committee "to inquire into the financial needs of university education in the United Kingdom, and to advise the govern-

ment as to the application of any grants made by Parliament towards meeting them." The chairman of the committee, which will be known as the "University Grants Committee," is Sir William M'Cormick; the other members are Mr. William Bateson, F.R.S., formerly professor of biology in Cambridge; Sir Dugald Clerk, until recently director of engineering research to the Admiralty; Sir J. J. Dobbie, F.R.S., principal of the government laboratories, London; Miss S. M. Fry; Sir F. G. Kenyon, K.C.B., director and principal librarian of the British Museum; Sir William Osler, F.R.S., regius professor of medicine in the University of Oxford, and Sir J. J. Thomson, president of the Royal Society. The appointment of such a committee is a new departure. It will be directly responsible to the Treasury, and will in future determine the allocations from the annual vote by Parliament. It is intended that the annual grants allocated to the different institutions shall be inclusive block grants, to be expended at the discretion of the governing bodies, and that they shall remain fixed for a prescribed period of years, subject to revision at the end of each prescribed period. It is also intended that the method of distribution shall be such that the individuality of each institution shall have free play and that the legitimate interests of university autonomy shall be safeguarded.

THE UNIVERSITIES AND THE PROPOSALS OF THE CARNEGIE FOUNDATION

THE following circular letter was sent to all local branches May 8: The secretary of the American Association of University Professors has asked from the branches information concerning the action taken at their institutions with respect to the plans of the Teachers Insurance and Annuity Association and the proposals, in connection therewith, of the Carnegie Foundation to cover the following points: (1) Has the matter been referred to the faculty, or a faculty committee? (2) Has the faculty, or its committee reported, and if so in what sense? (3) Have the trustees taken any action with reference to these or other new plans for insurance or retiring allowances, and if so, what action?

Summaries of replies received from a number of institutions and printed in the Bulletin of the association are appended:

AMHERST COLLEGE.—The matter has been referred to a faculty committee which recommended that no action be taken. The trustees have taken no action so far as known.

BRYN MAWR COLLEGE.—The board of directors and the faculty appointed each a conference committee. The board set aside a sum of money as a basis for adoption of the Carnegie Foundation plan but later (chiefly on account of the attitude of the faculty) resolved not to enter upon the plan for the present. The faculty has discussed an alternative plan and forwarded it to the board for consideration.

UNIVERSITY OF CHICAGO.—As the university is entirely independent of the Carnegie Foundation no question has arisen.

UNIVERSITY OF CINCINNATI.—The matter has not yet been referred to the faculty. The trustees have been requested to confer with the faculty committee before taking action.

UNIVERSITY OF COLORADO.—The matter has been referred to a faculty committee which has not yet reported but is apparently unfavorable. No action has been taken by the trustees.

COLUMBIA UNIVERSITY.—The trustees have adopted a plan embodied in an amendment to the statutes of April 7, 1919, under which members of the faculty may be retired on their own application or upon motion of the trustees under specified conditions, with retiring allowances dependent on their accepting the opportunity offered by the Teachers Insurance and Annuity Association.

DARTMOUTH COLLEGE.—The faculty has adopted the following resolution:

Whereas, the plan of insurance and annuities now offered to teachers by the Carnegie Foundation for the Advancement of Teaching through its Teachers Insurance and Annuity Association is in some respects unsatisfactory: namely in that

1. It makes no provision for the mutualization of the company;

2. Retains the control of the company and its policy in the Carnegie Foundation;

3. Offers only a non-participating policy;

4. Offers few if any advantages, so far as the legal obligations of the contract are concerned, over those that can be secured from commercial companies,

Resolved, that the faculty recommends to the trustees that they take no action at present looking toward the acceptance for Dartmouth College of the insurance and annuity plan of the Carnegie Foundation.

HARVARD UNIVERSITY.—Referred to a committee representing the principal faculties of the university. The committee reported adversely at a joint meeting of the faculties, and its report was unanimously accepted. The corporation is now studying the question of the administration of annuities by the university.

JOHNS HOPKINS UNIVERSITY.—A faculty committee has reported unfavorably upon the proposals. No action has as yet been taken by the board of trustees.

UNIVERSITY OF ILLINOIS.—The president referred the matter to the university senate which voted against the acceptance of the plan; no action was, consequently, taken by the trustees.

UNIVERSITY OF KANSAS.—No action has been taken.

MASSACHUSETTS INSTITUTE OF TECHNOLOGY.—No action has been taken.

UNIVERSITY OF MICHIGAN.—The plan appears to have been adopted by the regents in February without consideration by the faculty.

UNIVERSITY OF MISSOURI.—A faculty committee appointed by the president has recommended in substance that for the present no action should be taken on the ground "First, that the Teachers Insurance and Annuity Association of America is not organized on a participating basis; Second, in the plan proposed, no provision is made that The Teachers Insurance and Annuity Association of America shall be eventually completely mutualized." This report was accepted and ordered filed by the board of curators.

UNIVERSITY OF NORTH CAROLINA.—The matter has been referred by the advisory committee of the president to a special committee for study. No report has been made and no action taken by the trustees.

UNIVERSITY OF PENNSYLVANIA.—The matter has been referred to the separate faculties. The results are not yet available for publication.

UNIVERSITY OF PITTSBURGH.—The matter has been referred to a faculty committee. The committee has recommended the adoption of the plan and the trustees have passed the following votes: "The trustees of the University of Pittsburgh propose to participate in the contributory plan of old age annuities of the Teachers' Insurance and Annuity Association of America, upon the following terms: For all professors, associate professors and assistant professors entering the service of the university after July 1, 1919, participation in the contributory plan shall be obligatory. For all instructors entering the university after that date, who have had not less than three years of service, a similar contributory participation shall be obligatory. The contribution shall be five per cent. of the active salary up to the limit of a full professor's salary, and the university will contribute a like amount in the case of each professor or instructor contributing under the conditions named above. In addition, the University of Pittsburgh proposes to make a similar contribution in the case of any teacher now in the service of the university below the age of forty who may elect to enter the contributory system. The trustees of the university have not yet decided what plan it will adopt in dealing with the question of old age annuities for older teachers. It is still further understood that members of the faculty who are already carrying annuity policies in old line companies up to the measure of their financial ability, may exercise their option as to taking any additional annuity in the Teachers' Insurance and Annuity Association."

PURDUE UNIVERSITY.—The whole matter was referred to a committee of the faculty. The committee's report, given in full below was approved, and transmitted to the board of trustees.

Report of committee:

It is the sense of the Instructional Corps of Purdue University that:

I. The board of trustees be requested not to adopt a compulsory life insurance and annuity plan.

II. In lieu of making joint contributions with instructors to accumulate an annuity fund, the board of trustees be urged to increase salaries sufficiently to permit each instructor, after meeting the expense of reasonable living conditions, to accumulate such a fund to provide for himself an annuity income at the age of retirement from active service.

III. It is the duty of all instructors, not otherwise protected, to make some such provision for retirement.

IV. The president be requested to transmit these resolutions to the board of trustees.

The board of trustees have had the above report before them for consideration, but have, as yet, taken no formal action in the matter.

The board of trustees at the June meeting, voted to grant to all members of the instructional corps a general increase in salary amounting to about fifteen per cent.

Stanford University.—The matter was referred to a committee of the academic council of the university. This committee has reported to the executive committee and its report has been distributed by the executive committee among the members of the academic council. So far as is known the trustees have taken no action hitherto but are awaiting action by the academic council.

Swarthmore College.—No faculty or committee report has been made.

Syracuse University.—Nothing has been done, nor is likely to be done.

Tufts College.—The matter has been referred to the faculty and the faculty has passed a resolution requesting that the matter be not acted upon immediately.

Union College.—Dr. Pritchett has addressed the faculty, but no action has been taken by the trustees.

Washington University.—No action has been taken. The general sentiment of the local branch is adverse.

Western Reserve University.—The faculty of Adelbert College has recommended that the college participate on a voluntary basis allowing each member the option as to taking insurance or annuities; also that the university treasurer do not participate in the payments for insurance or annuities. This recommendation has been adopted by the trustees.

Wellesley College.—The matter has been referred to a faculty committee which has not yet reported, and no action has yet been taken by the trustees (May 18).

University of Wisconsin.—The faculty recommended to the regents "that the University of Wisconsin decline the invitation of the trustees of the Carnegie Foundation to participate in the Teachers' Insurance and Annuity Association of America, as now presented." There is no question whatsoever that the regents will do nothing in the direction of participation.

Yale University.—As previously stated, the plan was at first accepted by the trustees, and is now under reconsideration.

EDUCATIONAL RESEARCH AND STATISTICS

A PSYCHOLOGICAL TEST—PRELIMINARY SURVEY

GENERAL

In answer to many inquiries I am glad to make the following preliminary report of the ratings secured by the students of Dickinson when they were given the Army Intelligence Test, technically known as the Alpha Test. The results are being subjected to careful analysis in several ways, in an effort particularly to determine the value of any such test as a basis of college admission. It will also be a matter of great interest to ascertain what relation exists between the ratings of such a test and the grades received in college work. These results will be presented more fully at a later date.

For the information of the general public it may be added that the test was given by Captain G. C. Myers, of the United States Army, at present a member of the staff of the General Hospital located at Carlisle. His interest and cooperation made the test possible.

The letter ratings fixed by the Army for the Alpha test with their interpretations are first given. 212 is a perfect score.

Letter	Number	Interpretation
A	212–135	Very superior
B	134–105	Superior
C plus	104– 75	High average
C	74– 45	Average
C—	44– 25	Low average
D	24– 15	Inferior
D—	14– 0	Very inferior

For officers I have only the general statement that "the vast majority tested made A or B grades."

How the scores of the students compare with those of two typical infantry regiments is here shown:

	Two Infantry Regiments, Per Cent.	Students	
		Per Cent.	No. Tested
A	3.5	71.4	152
B	7.5	22.5	48
C plus	13.5	6.1	13
C	21.5	0	
C –	22	0	
D	22	0	
D –	10	0	
	100	100	213

(As this is going through the press an unofficial statement is appearing in the newspapers which gives practically the same percentages for the 150,000 men of the army who were examined.)

It thus is clearly seen that the students of the college are a highly select group compared with the rank and file of the army. The scores made compare very favorably with those made by officers so far as we may judge from the general statement that the great majority of these latter made the grade of A or B.

DICKINSON AND UNIVERSITY OF ILLINOIS

Doubtless many colleges will at an early date conduct similar tests. As yet, however, only those secured at the University of Illinois have, so far as I know, been published. There follows a comparison of the ratings of their students in "Liberal Arts and Sciences" and those secured by the students of Dickinson.

DICKINSON

	Freshman	Sophomore	Junior	Senior
Number tested...	*72*	*61*	*41*	*39*
Median score....	141	156	153	153
Highest score....	195	197	192	198
Lowest score.....	75	77	99	98

UNIVERSITY OF ILLINOIS

	Freshman	Sophomore	Junior	Senior
Number tested...	*489*	*278*	*278*	*229*
Median score....	147	145	145	151
Highest score....	188	206	192	206
Lowest score.....	52	70	80	79

The median score of a group is obtained by arranging all the scores of the group in order and then taking the middle one.

It will be noted that for three of the four classes our median score is higher, our lowest scores are all higher, and that in the highest scores we surpassed in the freshman class. In the sophomore and senior classes the University of Illinois had a better highest score, while our highest junior score is the same.

AVERAGES OF VARIOUS GROUPS

In the preceding I have used the median score rather than the average score because the figures from the University of Illinois were prepared in this way. In comparing the ratings secured by certain groups of our own students I shall use the *average*. They are as follows:

39 seniors	152.4
41 juniors	151.1
61 sophomores	150.2
72 freshmen	141.6
130 men	149.6
101 fraternity men	152.2
29 non-fraternity men	140.4
83 women	145.2
36 fraternity women	150.1
47 non-fraternity women	141.4

The difference between senior and freshman average (10.8) is rather small and confirms the opinion that the Army Alpha test measures ability to react promptly and definitely to a given suggestion, and is not a measure of reflective power.

The slight difference between men and women (4.4) is not very significant, as the test was devised for a man's army. A few of the questions put women at a slight disadvantage. It is interesting that at the University of Illinois the same slight difference in favor of the men was found.

The more striking difference between fraternity and non-fraternity students (11.8 men and 8.7 women) is more suggestive.

As has already been stated, the figures showing the correlation between these ratings and the present or subsequent scholastic standing should be highly suggestive. These, so far as they can be provided by one college, will be published later.

MERVIN G. FILLER
DEAN OF DICKINSON COLLEGE

SOCIETIES AND MEETINGS

THE NATIONAL EDUCATION ASSOCIATION

WAR EDUCATION ABROAD[1]

I. The exigencies of the Great War have revealed and emphasized the following serious

[1] Presented at the General Program on July 1, by Frank E. Spaulding, head of American Education in France and superintendent of the Cleveland schools.

defects and weaknesses in the citizenry of the United States of America, viz:

1. A startling percentage of physical defects and weaknesses largely remediable under suitable treatment.

2. A large percentage of adult illiteracy, approximately twenty-five per cent. of the men of the first draft failing to pass a literacy test on the ability to read a newspaper readily and intelligently and to express one's thoughts fairly clearly in writing.

3. The number of men adequately trained in the various skilled processes of industry, agriculture, commercial organization and control to be greatly insufficient to meet the needs of the state, civil as well as military.

4. Generally inadequate preparation for civic responsibilities to insure the safety and progres of the nation in war and in peace.

II. To overcome these defects and weaknesses, and to prepare for the demands of the immediate future which promise to be far greater than the demands of the past, the following proposals for a national program of education are made.

1. That the people of America, through proper governmental agencies, national, state and local, set before themselves the following three definite educational objectives to be attained by all children and youth:

(*a*) First, essential elementary knowledge, training and discipline, such as results from the completion of the eight-year elementary course in the best public-school systems of the country.

(*b*) Second, occupational efficiency in some field—professional, agricultural, industrial, commercial.

(*c*) Third, civic responsibility, both in civil and military affairs as required for the security and peaceful progress of the nation.

2. That for the realization of these three objectives, there be assured to all children and youth of America the following instruction:

(*a*) A complete elementary school course of eight years, at least thirty-six weeks to the year, equivalent to the best of such courses now maintained in any public schools in America.

(*b*) The following elementary course, secondary instruction up to the eighteen years of age, either in full-time schools or in continuation schools, the latter to be maintained forty-eight weeks in the year, and to give at least eight hours of instruction, under favorable conditions, or an equivalent number of hours of concentrated instruction running through at least three months, to all students.

(*c*) A twelve-month year of intensive training for civic responsibility and vocational efficiency of all young men not absolutely incapacitated by mental deficiency or physical defect; this training to be entered upon between the ages of seventeen years and six months, and twenty years.

During this year of training, the immediate control of the student body is to be exercised by a military staff under the War Department the military training and physical development to be carried out by the military staff, the instruction in non-military subjects to be under the direction and supervision of the Department of Education.

3. That to provide further necessary means for bringing "effectively within the reach, not only of every boy and girl, but also of every adult citizen, all the training, physical, mental and moral, literary, technical and scientific, of which he is capable," state universities and other public educational institutions of university grade be fostered, and that a National University, for graduate study and research, be established at Washington.

4. That the national government give financial support to this educational program; that the national government assume the entire expense of the year of intensive training for civic responsibility and occupational efficiency, and for the National University at Washington, and contribute to the expense of the remainder of the program in such manner as to stimulate state and local financial support and initiative in organizing and controlling methods of procedure.

5. That there be established in the National government a department of education with a secretary at its head who shall be a member of the President's Cabinet.